

Assessing Communication Skills in Asperger's Syndrome: An Introduction to the Conversational Effectiveness Profile

Appendix 1

Conversational Effectiveness Profile

Name: _____

Birth Date: _____

C.A.: _____

Note: For all responses, use the following behavioral rating score:

1. Behavior is appropriate.
2. Behavior is somewhat inappropriate.
3. Behavior is extremely inappropriate.

Social Interaction

This section is designed to compare the individual's ability to interact with others as well as the style of interaction the individual frequently employs.

1. Interaction with adults _____
2. Interaction with age-appropriate peers _____
3. Interaction with younger children _____
4. Ability to interact with many individuals simultaneously _____
5. Ability to establish multiple friendships _____
6. Participation in group activities _____
7. Passive tendencies _____
8. Aggressive tendencies _____
9. Responsiveness _____
10. Ability to handle being "left out" _____

Social Communication

This section is designed to compare the individual's ability to communicate with others using non-verbal and verbal means.

Topic Maintenance

11. Ability to establish a topic _____
12. Ability to maintain topic relevancy _____
13. Ability to change a topic using signals _____
14. Ability to change a topic using verbal means _____
15. Relevancy of information _____
16. Ability to interrupt appropriately _____
17. Ability to terminate the conversation _____

Conversational Structure

18. Ability to initiate a conversation _____
19. Ability to establish a conversation outside of interest area _____
20. Ability to acknowledge others in conversation _____
21. Ability to delete redundant information appropriately _____
22. Ability to order information appropriately (new info follows old) _____
23. Use of pedantic speech _____

Word Structure

24. Ability to use generals/specifics _____
25. Pronoun use _____
26. Use of word referents _____
27. Ability to employ Theory of Mind (presupposition) _____

Manner/Effectiveness

28. Provides ambiguous information _____
29. Provides relevant information _____
30. Truthfulness of information (grandiosity) _____
31. Ability to establish joint activity _____
32. Tendency to present personal opinions as factual _____

Repair Structures

33. Requests clarification as needed _____
34. Spontaneously provides additional information _____
35. Provides additional information upon request _____
36. Requests repetition of information for clarification purposes _____

Functional Intent

A. Responsiveness

37. Looks at speaker when called _____
38. Delay of response _____
39. Ability to label information appropriately _____
40. Ability to describe objects appropriately _____
41. Ability to describe events appropriately _____
42. Ability to state facts appropriately _____
43. Ability to provide clarification appropriately _____

B. Requesting

44. Ability to request information appropriately _____
45. Ability to request permission appropriately _____
46. Ability to request yes-no responses appropriately _____
47. Ability to use Wh-Questions appropriately _____
48. Ability to request an action of another appropriately _____
49. Ability to request clarification appropriately _____
50. Ability to request attention appropriately _____
51. Ability to request help appropriately _____

C. Prosody

52. Ability to use appropriate rate of speech _____
53. Ability to use appropriate tone of voice _____
54. Ability to use appropriate pitch _____
55. Ability to use appropriate loudness _____
56. Ability to comprehend implied meanings via tone of voice _____
57. Ability to comprehend implied meanings via inflectional cues _____

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D. Protests

58. Ability to state his opinion using appropriate means _____
59. Ability to disagree _____

E. Style of Conversation

60. Ability to shift the style of conversation according to person _____
61. Ability to shift the style of conversation according to the setting _____
62. Ability to shift the style of conversation according to humor _____
63. Ability to engage a listener appropriately _____
64. Ability to use politeness _____
65. Appropriateness to the situation _____
66. Ability to recognize other's moods _____
67. Ability to differentiate requests from demands _____

F. Humor

68. Comprehends humor _____
69. Uses humor appropriately _____

G. Greetings/Acknowledgements

70. Provides greetings _____
71. Uses greetings _____
72. Ability to acknowledge the presence of another individual _____

H. Problem Solving

73. Ability to solve problems affecting himself _____
74. Ability to solve problems affecting others _____
75. Ability to recognize problems affecting others _____
76. Ability to recognize problems affecting himself _____
77. Ability to establish cause-effect _____
78. Ability to use conflict-resolution _____

I. Deceit

79. Uses language to deceive _____
80. Lies _____

Academic Communication

This section is designed to compare the individual's ability to communicate in an academic setting with other students.

81. Ability to respond appropriately to teacher requests _____
82. Ability to reorient to academic agenda appropriately _____
83. Ability to obtain teacher's attention appropriately _____
84. Ability to request clarification from teacher _____
85. Ability to participate in classroom discussions _____
86. Ability to interact with classroom peers _____
87. Ability to paraphrase text _____

88. Ability to summarize a story providing key information _____
89. Ability to respond to questions requiring inferential reasoning _____

Nonverbal Communication

This section is designed to compare the individual's ability to communicate with others using non-verbal means.

90. Ability to recognize "personal space" boundaries _____
91. Ability to touch appropriately _____
92. Comprehends facial expression _____
93. Comprehends eye gaze _____
94. Comprehends gestures _____
95. Comprehends body language _____
96. Ability to use facial expression _____
97. Ability to use eye gaze _____
98. Ability to use gestures _____
99. Ability to use body language _____
100. Ability to use eye contact _____

Perspective Taking

This section is designed to compare the individual's ability to recognize and use appropriate perspective taking.

101. Ability to recognize another's viewpoints _____
102. Ability to recognize another's interests _____
103. Ability to recognize another's feelings _____
104. Ability to demonstrate concern for another's problems _____

Social-Emotional

This section is designed to compare the individual's ability to recognize emotional states and use appropriate terminology.

105. Ability to recognize personal emotional states _____
106. Ability to recognize emotional states in others _____
107. Ability to express personal emotional state _____
108. Ability to use appropriate self-control _____
109. Ability to lose a game graciously _____
110. Perfectionist quality _____
111. Degree of anxiety in social settings _____

Social Skills Checklist

Name of Child: _____ Date Completed: _____

Birth date: _____ Teacher or Family Member Completing Form: _____

- ✓ Based on your observations, in a variety of situations, rate the child's following skill level. Put a check mark in the box that best represents the child's current level (see rating scale).
- ✓ Write additional information in the comments section.
- ✓ After completing the checklist, place a check in the far right column, next to skills which are a priority to target for instruction.

Rating Scale

Almost Always: The child *consistently* displays this skill in *many* occasions, settings and with a variety of people.

Often: The child displays this skill on a *few* occasions, settings and with a few people.

Sometimes: The child may demonstrate this skill however they *seldom* display this skill.

Almost Never: The child *has never or rarely* displays this skill. In their daily routine, is uncommon to see the child demonstrate this skill.

SECTION 1: SOCIAL PLAY AND EMOTIONAL DEVELOPMENT

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
1.1 Beginning Play Behaviors						
a. Maintain proximity to peers within 1 foot.						
b. Observe peers in play vicinity within 3 feet.						
c. Parallel play near peers using the same or similar materials (e.g., building with blocks next to peer who is also playing with blocks).						
d. Imitate peer (physical or verbal).						
e. Take turns during simple games (e.g., rolling ball back and forth).						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
1.2 Intermediate Play Behaviors						
a. Play associatively with other children (e.g., sharing toys and talking about the play activity, even though the play agenda of the other child (ren) may be different).						
b. Respond to interactions from peers (e.g., physically accept toy from a peer; answer questions).						
c. Return and initiate greetings with peers (e.g., wave or say "hello").						
d. Know acceptable ways of joining in an activity with others (e.g., offering a toy to a peer or observe play and ask to join in).						
e. Invite others to play.						
f. Take turns during structured games/activities (e.g., social or board games).						
g. Ask peers for toys, food, and materials.						
1.3 Advanced Play Behavior						
a. Play cooperatively with peers (e.g., take on pretend role during dramatic play, lead the play, and follow game with rules).						
b. Make comments about what he/she is playing to peers (e.g., "I am making a tall tower.").						
c. Organize play by suggesting play plan (e.g., "Let's make a train track and then drive the trains.").						
d. Follow another peers play ideas.						
e. Take turns during unstructured activities (e.g., with toys/materials that are limited, roles during dramatic play).						
f. Give up toys, food and materials to peers.						
g. Offer toys, food, and materials to peers.						

SECTION 2: EMOTIONAL REGULATION

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
2.1 Understanding Emotions						
a. Identify likes and dislikes.						
b. Identify emotions in self.						
c. Label emotions in self.						
d. Identify emotions in others.						
e. Label emotions in others.						
f. Justify an emotion once identified/labeled (e.g., if a girl is crying the child can say she is crying because she fell down and is hurt).						
g. Demonstrate affection toward peers (e.g., gives peers hugs).						
h. Demonstrate empathy toward peers (e.g., if a peer's toy breaks, the child may feel sad for them).						
i. Demonstrate aggressive behavior toward others.						
j. Demonstrate aggressive behavior toward self.						
k. Demonstrate intense fears (e.g., the child will not go near dogs and becomes upset when a dog is near).						
l. Uses tone of voice to convey a message. (e.g., when the child is sad he/she uses a quiet voice or when saying "stop" uses a firm voice).						
2.2 Self Regulation						
a. Allow others to comfort him/her if upset or agitated (e.g., allows caregiver to give them a hug or peers to pat their back).						
b. Self regulate when tense or upset (e.g., calms self by counting to 10 or taking a breath).						
c. Self regulate when energy level is high (e.g., Counts to 10 or runs around the playground to release energy).						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
2.2 Self-Regulation Continued						
d. Use acceptable ways to express anger or frustration (e.g., states they are upset or asks to take a break).						
e. Deal with being teased in acceptable ways (e.g., ignore, walk away, tell adult).						
f. Deals with being left out of group.						
g. Request a "break" or to be all done when upset.						
h. Accept not being first at a game or activity.						
i. Say "no" in an acceptable way to things s/he doesn't want to do.						
j. Accept losing at a game without becoming upset/angry.						
k. Deals with winning appropriately (e.g., the child may say, "Maybe next time" or congratulate the winner.).						
l. Accept being told "no" without becoming upset/angry.						
m. Able to say "I don't know."						
2.3 Flexibility						
a. Accept making mistakes without becoming upset/angry.						
b. Accept consequences of his/her behaviors without becoming upset/angry.						
c. Ignore others or situations when it is desirable to do so.						
d. Accept unexpected changes.						
e. Accept changes in routine.						
f. Continue to try when something is difficult.						
2.4 Problem Solving						
a. Claim and defend possessions.						
b. Identify/define problems.						
c. Generate solutions (e.g., if juice spills the child can suggest getting a sponge and cleaning it up).						
d. Carry out solutions by negotiating or compromising.						

SECTION 3: GROUP SKILLS

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
3.1 Seeking Assistance						
a. Seek assistance from adults.						
b. Seek assistance from peers.						
c. Give assistance to peers.						
3.2 Participate in Group						
a. Respond/participate when one other child is present.						
b. Respond/participate when more than one other child is present.						
c. Use appropriate attention seeking behaviors (e.g., calling name, tapping shoulder).						
3.3 Follow Group						
a. Remain with group.						
b. Follow the group routine.						
c. Follow directions.						
d. Make transition to next activity when directed.						
e. Accept interruptions/unexpected change.						

SECTION 4: COMMUNICATION SKILLS

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
4.1 Conversational Skills						
a. Initiate a conversation around specified topics (e.g., says to peers, "Guess what I did yesterday?").						
b. Initiate conversations when it is appropriate to do so (e.g., at recess and not during a time for quiet independent work at school).						
c. Ask "Wh" questions for information (e.g., child will ask "Where are my shoes?" or "Who is that girl?").						
d. Respond to "Wh" questions.						
e. Respond appropriately to changes in topic (e.g., if peer changes the topic from skiing to swimming, the child will talk about the new topic).						
f. Make a variety of comments, related to the topic, during conversations (e.g., if a friend says, "I have blue truck." The child responds, "I have a green truck.").						
g. Ask questions to gain more information.						
h. Introduce him/herself to someone new.						
i. Introduce people to each other.						
j. Demonstrate the difference between telling information and asking for more information.						
4.2 Nonverbal Conversational Skills						
a. Maintain appropriate proximity to conversation partner (e.g., does not stand too close or touch other person).						
b. Orient body to speaker.						
c. Maintain appropriate eye contact.						
d. Use an appropriate voice volume.						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
4.2 Nonverbal Conversational Continued						
e. Pay attention to a person's nonverbal language and understand what is being communicated (e.g., if someone shakes their head that means no and nodding your head means yes).						
f. Wait to interject (e.g., waits until there is a pause before they begin talking).						
g. Appropriately interject (e.g., "guess what" or "do you know what I did").						
h. End the conversation appropriately (e.g., when the conversation is over says, "I have to go now" or "see you later").						
4.3 Questions						
a. Answer Yes/No questions.						
b. Answer simple social questions (e.g., name, age, hair color, address).						
c. Answer subjective questions such as "what do you like to eat/drink?" or "what is your favorite color/video?"						
d. Respond simple "Wh" questions (e.g., "what color is that ball?" "where are your shoes?").						
e. Ask questions to gain more information.						
f. Answer questions about past events (e.g., "What did you have for lunch?" or "Where did you go for vacation?")						
g. Stay on topic by making comments or asking questions related to the topic.						
h. Use "please" and "thank you" at appropriate times.						
4.4 Compliments						
a. Give compliments to peers.						
b. Appropriately receive compliments (e.g., thank you, reciprocate).						

After completing the checklist, place a check in the far right column, next to skills which are a priority to target for instruction.

For Instructor Use: Fill out priority skills for instruction based on check marked skills above.

Section 1: Social Play and Emotional Development

Skill Area	Priority Skill(s) for Instruction
1.1 Beginning Play Behaviors	
1.2 Intermediate Play Behaviors	
1.3 Advanced Play Behavior	

Section 2: Emotional Regulation

Skill Area	Priority Skill(s) for Instruction
2.1 Understanding Emotions	
2.2 Self Regulation	
2.3 Flexibility	
2.4 Problem Solving	

Section 3: Group Skills

Skill Area	Priority Skill(s) for Instruction
3.1 Seeking Assistance	
3.2 Participate in Group	
3.3 Follow Group	

SECTION 4: COMMUNICATION SKILLS

Skill Area	Priority Skill(s) for Instruction
4.1 Conversational Skills	
4.2 Nonverbal Conversational Skills	
4.3 Questions	
4.4 Compliments	